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**Eighth Grade:** Exercises of skill on apparatus; outdoor athletics. Training for dexterity and pleasure in action. Outdoors: speed over short courses: running; endurance, long distances (moderately slow and fast); walking and running, with careful increase of duration. (Always avoid strenuous efforts leading to disturbance of breathing and circulation.)

**PLAYS AND GAMES:** Add: "Antagonistics"—team-work (like and unlike orders). Practice of the higher organized games in simplified form.

## High School

**I. APPARATUS GYMNASTICS:** Exercises for dexterity, involving quick coördination and leading to skill and control. Springing exercises, as jumping and vaulting, with especial attention to execution and form, and to the avoidance of over-exertion.

**GAMES:** Indoor baseball, basket ball, relay racing, games of alertness, swimming, rhythmic

exercises to improve grace and ease of movement, dancing calisthenics.

**II. APPARATUS GYMNASTICS:** Exercises for strength and skill; increased demands in coördinate activity in various combinations of typical forms, leading to endurance. Training for track and field exercises; walking, running, jumping, high and broad. Swinging and hurling of grip-balls and light weights; ball throwing. Dancing; swimming.

**III. GYMNASIUM AND FIELD WORK:** Training for condition; prescribed work; use of developing appliances. Practice of special forms; pole vaulting; sprint races, hurdle practice, throwing hammer, putting shot. Gymnastic games. Military exercises; stick fencing, foil fencing. Dancing; swimming.

**IV. GYMNASIUM, FIELD, AND TRACK WORK:** Contests between gymnastic and athletic teams and clubs. Competitive forms of exercise: Apparatus gymnastics; field and track athletics; military exercises; fencing, etc.; games and sports; football, baseball. Swimming; water sports.

## Greek and Latin

Allen W. Gould

Students will begin the acquisition of Greek and Latin in the natural way of reading, writing, and speaking the simplest and most common words and sentences. The vocabulary will be drawn in part from the Roman home and Forum, army and navy, and the Greek assemblies and theaters, so that it will come as the result of the study of Greek and Roman life. The following reading lessons will be read this October, and with each lesson the student will have many oral and written exercises based upon the printed material. Where several references are given on the same subject, different pupils will have different topics assigned, and each pupil will look up his own subject and report to the whole class, so that all may have the benefit of his work.

**GREEK,—HIGH SCHOOL, FIRST YEAR.** The students will continue their investigation into Greek Life by studying Xenophon's *Anabasis*, probably reading the first two chapters in October. They will look up *Xenophon* and *Persia* in the dictionaries and encyclopedias, and *Arma* and *Exercitus* in Harpers', Smith's and Seyffert's dictionaries, and read Chapters 69 and 70 in Grote's *History of Greece*.

**HIGH SCHOOL, SECOND YEAR.** The pupils will take up the life of Socrates by studying the *Memorabilia* of Xenophon and the *Apology*, *Crito* and *Phædro* of Plato. They will begin with the *Memorabilia*, reading the first three chapters in October. They will look up *Socrates* in Harper's and Seyffert's *Classical Dictionaries*, and Smith's *Dictionary of Biography*,

and in the encyclopedias. They will also begin to read chapter 68 in Grote's Greece, and Chapter 2 of Book 5 in Curtius' Greece.

HIGH SCHOOL, THIRD YEAR. The students will devote this year to a study of Greek Mythology and Religion as found in Homer's Odyssey. The first book will be read in October, and the pupils will also look up *Homer* in Harper's, Seyffert's and Smith's Dictionaries and in the encyclopedias, as well as in Murray's History of Greek Literature and Mahaffey's Greek Classical Literature, Vol. I.

HIGH SCHOOL, FOURTH YEAR. In the fifth year the pupils will study the character and influence of the Athenian stage. They will read about four hundred lines of the *Antigone* of Sophocles in October, and will also look up *Sophocles* and the *Theatre* in Harper's, Smith's and Seyffert's Dictionaries, and read Chapters 9, 10, and 11 in Blümner, and Section 30 in Guhl and Koner, and the chapter on the Theatre in Garder and Jevon's Manual of Greek Antiquities.

LATIN,—HIGH SCHOOL, FIRST YEAR. This year will be devoted to a study of the Roman Republic the first century before Christ as found in Sallust and Cicero. The students will begin with Sallust's *Conspiracy of Catiline*, reading about forty chapters in October. The pupils will also read and report to the class on *Sallust*, *Cæsar*, *Cicero*, and *Catiline* in Harpers', Smith's and Seyffert's dictionaries, and in the Encyclopedias. They will also read Chapter V in Strachan-Davidson's *Cicero and the Fall of Rome*; Chapter V in Warde-Fowler's *Julius Cæsar and the Foundation of the Roman Empire*; and Chapter II in Froude's *Cæsar*.

HIGH SCHOOL, SECOND YEAR. The study of the imagination of the Romans as shown in the poets Catullus, Lucretius, Tibullus and Ovid. In October the pupil

will read Catullus, 1, 2, 3, 4, 9, 27, 31, 44, 45, 46, 84, 101, and begin 64. The students will look up *Catullus* in Harper's, Smith's and Seyffert's dictionaries, and the encyclopedias, as well as in Cruttwell's *History of Roman Literature*. In reading 64, *Ariadne* will be studied in the dictionaries, and in the reproductions of works of ancient art available.

HIGH SCHOOL, THIRD YEAR. In the third year the study will be the Roman religion as seen in Virgil's poems. In October the students will read the fourth Eclogue and then start their work in the first book of the *Æneid*. They will also look up *Virgil* in the dictionaries and encyclopedias, and in Cruttwell.

HIGH SCHOOL, FOURTH YEAR. This year will be taken up in reading what is best in the Roman life under the Empire and will be introduced by reading a few poems of Horace. In October the pupils will read Epode 16, 17 and 2; Odes, I, 14 and 37; II, 5; I, 34 and 9; II, 3, 7 and 14; III, 2, 3 and 13.

The students will also learn about *Horace* from the dictionaries and encyclopædias, and Cruttwell, as well as from Merivale's *History of the Romans under the Empire*, Chapters 30, 31, 32, 33, and 41.

## Greek Reading Lessons.

### I.

Ὁ ἄνθρωπος φύσει πολιτικὸν ζῷον ἐστὶ. Ἀριστοτέλης.

οἱ Ἀθηναῖοι ἦσαν ἐλεύθεροι. οἱ Κορίνθιοι καὶ οἱ Θηβαῖοι ἦσαν ἐλεύθεροι. οἱ δούλοι οὐκ ἦσαν ἐλεύθεροι. οἱ Ἀθηναῖοι κύριοι τῶν δούλων ἦσαν. οἱ νόμοι κύριοι τῶν Ἀθηναίων καὶ τῶν Κορινθίων ἦσαν. ἄρα οἱ νόμοι δίκαιοι εἰσιν; ἄρα ἐλεύθεροι ἐσμεν; ἄρα οἱ νόμοι εἰς κύριοι τῶν ἀνθρώπων; ἄρα οἱ νόμοι δίκαιοι εἰσι;

Look up *Aristotle* in Harper's and in Seyffert's Classical Dictionaries. Find the location of Athens, Thebes, and Corinth.

## II.

Καλὸν φέρουσι καρπὸν οἱ σεμνοὶ τρόποι. Μένανδρος.

ὁ διδάσκαλος τοὺς τῶν Ἀθηναίων υἱοὺς διδάσκει ἐν τῷ διδασκαλείῳ. οἱ σοφοὶ ἄνθρωποι ἔχουσι διδασκάλους τοῖς υἱοῖς. ὁ παιδαγωγὸς ἄγει τὸν τοῦ Ἀθηναίου υἱὸν εἰς τὸ διδασκαλεῖον. ὁ παιδαγωγὸς τὸν τοῦ νέου κυρίου στύλον φέρει. ὁ παιδαγωγὸς ἐστὶ δοῦλος. ὁ διδάσκαλος ἐστὶν ἐλεύθερος. οἱ υἱοὶ τὸν μισθὸν τοῦ διδασκάλου φέρουσι. ἄρα ὁ παιδαγωγὸς ἢ ὁ διδάσκαλος τοὺς τῶν Ἀθηναίων υἱοὺς διδάσκει;

Look up *Menander*, *Ludus*, *Pedagogue*, and *Education* in Harpers' and Seyffert's Classical Dictionaries; also read Chapter III in Blümner's *Home Life of the Ancient Greeks*.

## III.

Οὕτω δημόσιον κακὸν ἔρχεται οἰκάδ' ἐκάστω. Σόλων.

ὁ Ἀθηναῖος ἐστὶ τυφλός. ὁ Ἀθηναῖος πέμπει τὸν δοῦλον εἰς τὸ ἱατρεῖον. ὁ δοῦλος τὸν μισθὸν τῷ ἱατρῷ φέρει. ὁ ἱατρός τὰ φάρμακα πέμπει ἐκ τοῦ ἱατρείου. τὰ φάρμακα τοὺς ὀφθαλμοὺς τοῦ τυφλοῦ οὐκ ἰάονται. εἰς Ἐπίδauρον ἔρχεται ὁ τυφλός. ἐν Ἐπίδαυρῳ ὁ θεὸς Ἀσκληπιὸς τὸν ναὸν ἔχει. ὁ τυφλὸς δῶρον τῷ θεῷ φέρει καὶ ἐν τῷ ναῷ καθεύδει.

Look up *Medicus* in Harper's and Smith's Classical Dictionaries, and read Chapter VII in Blümner's *Home Life of the Ancient Greeks*. Look up *Solon* in Harper's and Seyffert's Dictionaries.

## IV.

Ἀνάγκη δ' οὐδὲ θεοὶ μάχονται. Σιμωνίδης.

ἀνάγκη ἦν τοῖς υἱοῖς τῶν Ἀθηναίων μανθάνειν μουσικὴν καὶ γυμναστικὴν. οἱ διδάσκαλοι τοὺς τῶν Ἀθηναίων υἱοὺς ἐδίδασκον γράφειν καὶ ἀναγινώσκειν. τὸ Ἀθηναῖον διδασκαλεῖον ἦν οὐ θερμόν. ὁ ἥλιος ἐν ταῖς Ἀθήναις ἦν θερμός. οἱ Λακεδαιμόνιοι τοῖς βαρβάροις ἐν Θερμοπύλαις ἐμάχοντο. οἱ υἱοὶ τῶν Λακεδαιμονίων ἐμάνθανον μουσικὴν καὶ γυμναστικὴν. αἱ Λακεδαιμόνιαι κόραι ἐμάνθανον τὴν γυμναστικὴν. αἱ Ἀθηναῖαι κόραι ἐμάνθανον οὔτε τὴν μουσικὴν οὔτε τὴν γυμναστικὴν.

Look up *Musica* and *Simonides* in Harpers' Classical Dictionary; also read Chapters VIII and IX in Blümner's and Section 51 in Guhl and Koner's *Life of the Greeks and Romans*. Where are Lacedæmon and Thermopylæ?

## V.

Τὸν λόγον εἰδῶλον εἶναι τῶν ἔργων ἔλεγεν. Σόλων.

ὁ παιδαγωγὸς τὴν τοῦ νέου κυρίου λύραν εἰς τὸ διδασκαλεῖον ἔφερε. ὁ υἱὸς τοῦ Ἀθηναίου ἐμάνθανε τὴν λύραν τοῖς τε δακτύλοις καὶ τῷ πλήκτρῳ κρούειν. ἢ Ἀθηναία κόρη ἐμάνθανε οὐ κρούειν ἀλλὰ ὑφαίνειν τε καὶ κλώθειν. ἄρα ἢ Ἀθηναία κόρη ἐπιστολὴν τῷ στύλῳ γράφει καὶ πέμπει αὐτὴν εἰς τὸν ἀδελφόν; ὁ δοῦλος ἔφερε τὴν ἐπιστολὴν εἰς τὸν τοῦ κυρίου υἱόν.

Look up *Tela* in Harpers' and Smith's Dictionaries, and *Weaving* in Seyffert's. Read Chapter IV in Blümner and section 48 in Guhl and Koner.

## VI.

Τὸ δίκαιόν ἐστι διττόν, τὸ μὲν ἀγραφον τὸ δὲ κατὰ νόμον. Ἀριστοτέλης.

ἀνάγκη ἦν τοῖς νέοις Ἀθηναῖοις μαχεσθαι μανθάνειν. οἱ μὲν πελτασταὶ πέλτας οἱ δὲ τοξόται τόξα εἶχον. οἱ ὀπλίται εἶχον οὔτε πέλτας οὔτε τόξα. οἱ τοξόται καὶ οἱ πελτασταὶ καὶ οἱ ὀπλίται ἦσαν στρατιῶται. οἱ στρατιῶται ὅπλοις ἐμάχοντο. τὰ ὅπλα αἱ ἄμαξαι ἔφερον σταθμὸν ἓνα, παρασάγγας πέντε, καὶ ἐνταῦθα ἔμεινον ἡμέρας πέντε.

Look up *Arcus* and *Clipeus* in Harper's and Smith's Dictionaries, and read Chapter XIII in Blümner and section 54 in Guhl and Koner.

## Latin Reading Lessons.

## I.

*Discite justitiam.* Vergilius.

Schola est in tabernis. Schola est hora prima. Virginia in Scholam it. Virginia litteras discit. Puellæ litteras discunt. Puella Romana in tabellis litteras scribit. Ferula in schola est. Scholæ interdum

in viis sunt. Puellæ litteras Græcas discunt. Romanæ poetas interdum discunt. Serva in Scholam tabellam puellæ fert. Justitiamne puellæ Romanæ discunt?

The pupils will look up *ludus*, *taberna*, *tabella* in Harpers', Rich's and Smith's Classical Dictionaries, and *Virginia* in Harper's Classical Dictionary and Smith's Dictionary of Biography. They can also consult the Excursus on *Education* in Becker's Gallus, and read a part of Macaulay's *Virginia*.

## II.

*Cedant arma togæ.* Cicero.

Magister bonus pueros Romanos docet. Servus in scholam tabellam pueri fert.

Pueri Romani litteras Græcas discunt. Justitiamne pueri Romani discunt? Puer Romanus togam prætextam gerit. Civis Romanus togam gerit. Nec Gallus nec servus togam gerit. Gallus bracas gerit. Romani Galliam transalpinam bracam. Galliam cisalpinam togatam appellant. Matrona Romana stolam gerit. Supra stolam gerit matrona pallam.

The students will look up *braca*, *stola*, *toga* and *tunica* in the Classical Dictionaries, and consult the Excursus on the *Dress* of Men and Women in Becker's Gallus, and Section 95 in Guhl and Koner's *Life of the Greeks and Romans*.

## French

### Lorley Ada Ashleman

The French language, the study of which is begun in the third grade, is taught on the same principle as English, German, Latin, and Greek. It is correlated with all subjects of study. The pupils use the language, both spoken and written. For the primary grades the work in French is correlated almost entirely with handwork, games, and simple gymnastic methods. These represent the strongest interests of the little child. In connection with cooking, all the necessary directions are given in French by the teacher; and the children are taught to associate the dishes, cooking utensils, etc., with their French names. Through the constant recurrence of the necessity for lighting the fire, boiling water, setting the table, etc., the vocabulary associated with the action and objects involved in these operations becomes firmly fixed in the child's mind. In the same way the play instinct is utilized, and games chosen which involve a great deal of action and the repetition of simple phrases. Stories are dramatized for the amusement of the

other children, and reproduced for the same purpose with paints and clay.

**THIRD GRADE.** The work of this grade is correlated with sewing and geography. Children will hem towels to be used in the school. In connection with geography, excursions will be taken to South Water street and elsewhere, in order that the children may acquire some idea of Chicago as a commercial center. On the excursions to South Water street the fruits and vegetables will be purchased for the use of the classes engaged in cooking.

**FOURTH GRADE.** French lessons in this grade are correlated with the cooking. The operations at the beginning are necessarily simple, and include the making and serving of such dishes as apple-sauce, etc. "La Bergere," a little French song, will be memorized and sung as a part of the entertainment for the guests whom the children serve with lunch.

**FIFTH GRADE.** French is taught in connection with the study of the distribution of seeds by winds, water, and animals.